



MINNESOTA BOARD OF TEACHING

***INSTITUTIONAL AND
TEACHER EDUCATION
PROGRAM EVALUATION***

PROCEDURES AND PROTOCOL

FOR CONDUCTING A STATE

APPROVAL REVIEW

***Minnesota Board of Teaching
2011-2012***

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PURPOSE

The Board of Teaching (BOT) collaborates with Minnesota higher education institutions to ensure the highest possible quality for programs offering teacher training. Before Minnesota teacher preparation programs within higher education institutions can be approved, the institutions themselves must be approved. Since the early 1970's, institutional review procedures have required Minnesota institutions to prepare and submit for peer review a written self-study responding to a set of standards adopted by the Board of Teaching in Minnesota Rules Part 8700.7600 (**Appendix B**). The BOT makes on-site visits to every public, private, and for-profit Minnesota teacher preparation institution every 4-7 years to ensure the accuracy and completeness of these self-study reports and to verify the unit's compliance to the standards of MN Rule 8700.7600 subpart 5A-H..

TIMELINE FOR ON-SITE EVALUATION VISIT

Twelve months prior to review date	Board of Teaching team chair will contact the institution to set the actual date that the evaluation visit will occur. Evaluation visits are schedule in the Fall or Spring of the year.
Four months prior to scheduled visit	The Board of Teaching team chair will contact the college/department to set the date for a pre-visit to the campus. The pre-visit should occur approximately 2 months before the on-site visit. The pre-visit takes approximately 2-3 hours and is the time to coordinate expectations and activities of the upcoming visit
Three months prior to the scheduled visit	The Board of Teaching team chair will forward to the institution a slate of potential team members for review and approval. The administrator of the defined unit of the institution and the Board of Teaching staff shall negotiate team membership from a slate of possible evaluators provided by the Board of Teaching. If agreement is not reached regarding team membership, the Board of Teaching shall appoint the slate of team members.
One to two months prior to the visit	The Board of Teaching team chair will contact the institution to confirm a "pre-visit" (2-3 hours) to occur approximately two months before the on-site visit. The pre-visit is used to make arrangements for the actual

	arrival and work of the BOT team and to help clarify any additional questions the institution may have.
One month prior to the visit	The institution must send to all BOT team members' information on how to access the Institutional Report and any other information you wish the team members to review.

THE PRE-VISIT

The review team chair conducts a pre-visit to the institution, usually one to two months before the onsite visit by the full team. The pre-visit is usually no longer than 2-3 hours in length. The pre-visit should include the unit head and the unit's coordinator for the visit, if one is assigned. Prior to the pre-visit, the team chair should receive the institutional report so he or she can provide the most help to the unit as it finalizes preparations for the visit. *(See page 10 for details on the institutional report)*

The following items should be discussed during the meeting:

- Roles of team members
- Organization and contents of the exhibit room
- Interviews and school visits.
 - In consultation with the team chair, arrange for interviews and off-campus visits as outlined in the sample schedule. Once onsite, the team may need to conduct follow-up interviews with some individuals to clarify issues and/or concerns raised during the team's deliberations.
- Template for conducting the visit, including the organization of the Sunday dinner meeting with institutional representatives and the exit report.
- Materials to be sent to the team chair before the visit
- Logistical arrangements for travel, hotel requirements, meals and refreshments, and the team workroom on campus
- Technology expectations and requirements on the part of the institution and team members

The team chair may also need to meet with the president/chancellor and/or the provost or vice president during the pre-visit to provide an overview of the upcoming visit, answer questions about the review process, and determine what he or she would like to learn from the visit. This meeting gives the chief executive officer the opportunity to provide input at an early stage of the review process.

EXPENSES COVERED BY THE BOT:

The Board of Teaching assumes responsibility for expenses of the Board of Teaching Team and reimburses its team members in accordance with state rules for food and mileage costs.

Meals/Lunches: While on campus the team will either take lunch at the campus cafeteria or arrange with the dean/chair for lunches to be brought in for a working lunch. When using campus facilities for meals, team members will pay for and submit expense forms to the state. The team needs to confer during the meal time, so a private dinning space is needed (or meals in the "work room" will suffice.)

Hotel Accommodations: The chair of the evaluation team would appreciate the institution suggesting the hotel(s) in the area which might be best suited to accommodate the Team. The hotel must have a suitable "workroom" that can be reserved with internet service available. The chair should be informed of possible hotels six-nine months prior to the visit so that reservations can be made by the BOT staff. The expenses at the hotel are directly billed to the state.

Expenses Covered by the Institution:

Transportation & Parking: The team will travel from the hotel to campus (and back) on Sunday evening, Monday, Tuesday, and Wednesday. Depending on the parking situation on campus, the institution

may shuttle the team to and from the hotel, or you may decide to furnish parking permits for the 3.5 days the team is on campus. On Tuesday morning the institution will need to transport one or two team members to partnership school sites.

Meals/Refreshments: The institution will assume responsibility for the dinner and/or reception at the Sunday evening gathering. Team members provide a professional service, and always appreciate having soft drinks, coffee, and snacks in the workroom(s). Additionally, if the hotel does not offer a continental breakfast, we have found that having “continental breakfast” choices in the workroom maximizes the Team’s time on Monday and Tuesday mornings.

Workroom: Some institutions are able to share the teams’ expenses with the Board of Teaching by paying for the hotel workroom space, which facilitates providing evening refreshments in that location

Required Support for Team Members: The unit should provide the team with access to several support services while the team is on campus:

- Telephone access where team members may make or receive calls
- Access to student and faculty records while on campus
- Arrangements for off-campus visits to partnership schools
- Copying and computer services on campus
- Support staff person to assist in scheduling additional and/or follow-up interviews, if necessary
- Suggestions for the selection of a restaurant for a working dinner on Monday & Tuesday evening

The above details may be described and presented to the team members in a “Welcoming Folder” on the teams’ arrival at the hotel on Sunday afternoon. The team will usually check in to the hotel on Sunday between 3:00-4:00. This Welcome Folder, or set of materials, should also include:

- 1) A list of items to be found in the exhibit room
- 2) Final interview schedule
- 3) A list of all individuals in which the institution anticipates will participate in group and/or individual interviews (this may be on the schedule or attached to it).
- 4) Any updates that you would like us to know about
- 5) contact information for the coordinator of the onsite review and also for the tech support person

PREPARING FOR AN ON- SITE EVALUATION VISIT

The Evaluation Team:

The higher education institution must prepare a self-study responding to each of the state institutional standards outlined in Minnesota Rule 8700.7600. During the on-site evaluation visit a team of evaluators will seek to verify the accuracy and completeness of the written report prepared by the institution by interviewing stakeholders. A roster of proposed team members is provided to the unit leader for approved by the institution. Then final team membership is confirmed by the evaluation team chair (a BOT staff member). The size of the team and the expertise of the members are appropriate for types and number of programs offered by the institution.

EVALUATION TEAM RESPONSIBILITIES:

The evaluation team is charged to verify the accuracy and completeness of the written report prepared by the institution.

- To write a report of findings for each of the standards
- To make a recommendation to the Board of Teaching regarding approval status of the institution to prepare persons for teacher licensure.

During the institutional visit, team members review written information and interview persons who have relevant information concerning the institution. Team members will then meet together to study findings and reach consensus concerning the team report and recommendation. In addition to listing specific findings for each standard, the team recommends one of the following as the approval status of the institution: Initial Approval, Continuing Approval, Approval with Conditions, or Disapproval. A report of the team findings is sent to the unit head within thirty days of the onsite review. The institution has thirty days in which to respond or to submit additional information.

Team Findings and Approval Status:

Initial and Continuing Approval: The teams' approval recommendation, along with a summary of the findings and any additional information presented by the institution are forwarded to the Executive Director of the Board of Teaching for Board action. The decision of the Board of Teaching regarding approval status of the institution to prepare persons for teacher licensure is forwarded by the Executive Director of the Board of Teaching to the chief administrative officer of the institution and to the Dean of the college/department of education.

Approved with Conditions: If an institution is approved with conditions, the Board of Teaching states the conditions and establishes timelines for meeting the stated conditions. The chief administrative officer of the institution files a formal plan with the Executive Director of the Board of Teaching specifying how the institution proposes to meet the stated conditions. The Executive Director of the Board of Teaching monitors the implementation of the plan and determines when stated conditions have been met. Approval status of the institution will be reconsidered by the Board of Teaching upon verification by the Executive Director that stated conditions have been met. If stated conditions are not met within the established timelines, conditional approval is withdrawn by the Board of Teaching.

Disapproved: If an institution is disapproved, the Board of Teaching states the reasons for disapproval and, if needed, stipulates a termination date which accommodates persons currently enrolled in teacher licensure programs. An institution that is denied approval by the Board of Teaching is entitled to a hearing. A written request for a hearing must be filed by the institution with the Board of Teaching within 30 days from the date of the denial. Failure to do so constitutes a waiver of the right to a hearing.

The Institutional Report:

It is required that institutional reports are developed electronically. Electronic reports permit the linking of standards to evidence which serves the institution in the ongoing evaluation and modification of its programs. Access to such critical information enables the team of reviewers to make necessary preparations prior to arrive on site for the visit.

While the institution determines the actual format of the report it is suggested that a preface or introductory section providing a brief historical and/or geographical profile of the institution be included. This profile provides an opportunity for the institution to set the context of the visit for the visiting team and for Board Members. It should also provide the review team with an understanding of changes, developments, activities at the campus and state level which might influence the mission, directions and delivery of teacher education programs on campus.

1. The college/department must address each standard in the written report and should discuss the types of evidence that it has amassed to demonstrate that it is meeting each standard. Some standards are multifaceted and the institution should give attention to each part or element of the standard.
2. Standards must be supported by related evidence and when possible, hyper links should be provided within the narrative. A comprehensive listing of all supporting documentation should be provided, arranged by Board standard. This listing is used by team members as a checklist to assure that all evidence is reviewed while onsite.
3. A draft copy of the Institutional Report should be sent to the evaluation team chair a week prior to the pre-visit.
4. The final institutional report must be made available for all team members four (4) weeks before the on-site visit.

Exhibit Room (See **Appendix B**) Preparing an electronic report provides the institution increased flexibility regarding the contents of the exhibit room. Most exhibits (supportive documentation) will be hyperlinked within the report, however, feel free to include supportive, hard copy, materials in the exhibit room (examples might be: faculty publications, candidate portfolios, K-12 learner work samples). All hardcopy exhibits must be coded to a standard(s) and be listed on the comprehensive listing of documentation provided by the unit. It is helpful if team members can access most of the supportive documentation via the electronic Institutional Report's links prior to their arrival on campus.

- During the onsite visit the team is provided an Exhibit Room on campus for working and reviewing supportive documentation. This private workroom/exhibit room should be prepared containing all relevant, supportive documentation, media, etc. illustrative of the work of the institution, faculty, students and education community at-large. All of the supportive documentation, such as minutes from meetings, application forms, evaluation forms, handbooks, samples of students' work, reports and documents, course syllabi, course and/or program evaluations, follow-up studies and findings/summaries, etc.) must be clearly coded (or hyperlinked) in accordance to the MN BOT standard(s) if it is provided to support a given standard.
- The exhibit room will also serve as the on campus workroom for the evaluation team and needs to be reserved for their exclusive use during the visit days.
- The onsite exhibit/workroom should be one large workroom that will comfortably accommodate 5-7 individuals. Interviews and meetings should not be scheduled to occur in this room during the visit. Interviews with individual administrators/faculty/ students can be scheduled in classrooms, conference rooms, and offices suitable for the size of the group.
- Files containing the hardcopy exhibits must be clearly labeled and organized according to Board standards in a readily available and visible design. The institution should prepare an index listing all supporting documents by corresponding standard. *(Documents may be cross referenced to address more than one standard. For "hard copy" exhibits, a "cross reference" sheet indicating See exhibit (XYZ) should be included to direct the team member to exhibits used for more than one standard.)*
- The Exhibit/Workroom for the team should provide one computer per team member. It is best if each computer is connected to a printer. Other materials that might be included are: note pads, post-its, markers, and pens, flash drive, and (general array of note taking materials for the team). The team will occupy the campus workroom beginning Monday (7:30 AM – 5:00 PM) and concluding on Tuesday 5:30 p.m. The team will not use the workroom on campus on Wednesday.

NOTE: On the final day of the visit (Wednesday) the institution should provide the team chair with an electronic copy of all persons interviewed containing the names, titles and relationship to the institution of each person the team interviewed. And an electronic copy of the exhibit/document list to be used in the final team report.

The review of individual licensure programs:

As of September 2000, the review of individual teacher licensure programs occurs in accordance with Board of Teaching Rule 8700.7600, Subpart 6. Applications submitted for program approval shall be evaluated as follows:

Two or more program evaluators shall be assigned by the Board of Teaching to examine, evaluate, and make recommendations based on the information submitted by the institution for each of the institution's teacher preparation programs. Program evaluators shall include individuals with both licensure level and post-secondary experience and expertise in the licensure field of the program being evaluated.

Individual licensure programs are submitted separately and directly to the staff of the Board of Teaching for dissemination to qualified reviewers. Individual licensure programs are not evaluated by onsite team members during the visit. However, copies of the Professional Education Program Evaluation Reports (PEPER) must be available for team reference either via links within the electronic institutional report or available in the exhibit room. *(For details on the exhibit room see pages 10-11 & Appendix C)*

Team Schedule:

SUNDAY EVENING:

- Team members will arrive at the hotel at 3:00 p.m. for orientation and training. It is suggested that the visit coordinator greet the team shortly after arrival to explain any technology issues in the hotel work room, provide any updates, and make sure we have necessary contact information.
- A team dinner and/or reception with administrators and education faculty is coordinated by the institution for 6:00-7:30 p.m. The institution will determine whether the dinner/reception will be held at the hotel or on campus and who for the institution will attend. This is the only social event that should be scheduled for the team while on campus. Teams usually schedule working dinners at the hotel or nearby restaurant on Monday and Tuesday evenings.
- The team will return to the hotel at 7:30 PM on Sunday evening to continue preparing for the interviews.

MONDAY (8:00 a.m. – 5:00 p.m.)

Individual and group interviews will be coordinated to occur on Monday and Tuesday between 8:30 a.m. and 5:00 p.m. The evaluation team usually returns to the hotel at 5:00 p.m. for team discussion and planning.

TUESDAY (8:00 a.m. – 5:00 p.m.)

Individual and group interviews will be coordinated to occur on Monday and Tuesday between 8:30 a.m. and 2:00. We hope to leave large portions of Tuesday afternoon “free” of meetings in order for the team to confer. The evaluation team returns to the hotel at 5:00 p.m. for team discussion and planning. Team reporting session and writing reports.

WEDNESDAY a.m.

The team chair will provide an oral exit report summarizing the teams’ findings on each standard. The exit report should be scheduled for approximately 15 minutes, beginning at 9:30. The reporting session is not a time for questions and/or discussion. A draft of the written report will be forwarded to the unit administrator within 30 days. Comments and/or responses to the team’s recommendation and findings may be submitted to the Executive Director of the Board of Teaching within 30 days after receiving the drafted report. The Final Report and any written response submitted by the institution will be sent to the Board of Teaching for final action. Based on the team report, and institutional response, the Board of Teaching will take action on approval status of the institution. The unit head will be notified when the Board will take action.

Sample BOT Interview Schedule

Sunday	Welcome Dinner/social time 5:30-7:00PM Location: Agenda: Social get together, Dinner, Highlights of Program			
	TEAM MEMBER 1	TEAM MEMBER 2	TEAM MEMBER 3	OTHER (Team member 4 and/or Team chair)
Monday	GOVERNANCE/RESOURCES FACULTY/ LIBRARY RESOURCES TECHNOLOGY/SUPPORT SERVICES 5G Qualifications, Composition, Assignments of Professional Education Faculty; 5H Institutional Governance	PROGRAM DEVELOPMENT/IMPLEMENTATION CANDIDATE COMPETENCY ASSESSMENT SYSTEM 5A Professional and Pedagogical Studies; 5B General and Content Studies 5D Candidate Qualifications; 5F Candidate Competence	CLINICAL EXPERIENCES COLLABORATION <i>with Partners</i> STUDENT ADVISING 5C Clinical and Field Experiences; 5E Monitoring and Advising;	
???	Team pick up at hotel	Team pick up at hotel	Team pick up at hotel	
8:00AM	Team meeting in campus workroom	Team meeting in campus workroom	Team meeting in campus workroom	Meeting with BOT Chair and Unit Chair
8:30AM	Meeting with President	Unit Head/ Dept Chair Curr devel, evaluation, faculty cooperation, roles of committees, use of advisory body, criteria for program admission, program requirements, appeals process; Program standards: A 1,2 3, B1, 3, Monitoring and Advising: E 6, 7, G10, H6, E2- (ask for member 3) about the BOT statutory language about appeals—is it published? Candidate Qualifications: D1, 2, 3, 4, 5 Competence of Candidates: F1, 2, A1, F4	Director of Clinical Experiences C1, 2,3, 4, 5 G 5, 8 criteria for selection of co op teachers, selection of schools, evaluation of st tchrs, policies and procedures for st tchg, training of co op teachers	Meet with Administration along with Team member one
9:00AM		continue		
9:30AM	Dept of Educ Faculty – without Dean/chair (dev of curri, relationship to unit for decision making, advising load, work with adjuncts, resources, SEPS and	(Meet with Ed Faculty see column one) 10:00-10:30 questioning priority A1, 2, 3, B1, 3, E7, G10, H6, Advising Standards E1, 7		

	Program standards, assessment, self-study) 9:30-10:00 questioning priority E7, G1, G2, G7, G9, G10, G11, G13			
10:00AM	continue	continue		
10:30AM	Unit Head/ Chair of Department (long range plan for unit, budget, decision making structure, faculty decisions, load, scholarship, prof devel) Faculty: G1, 2, 3, 4, 5, 6,7,8,9, 12,13 Counseling Services E7 Program A1 Governance: H1, 2, 3, 4, 5, 6,7,8,9,11,12	Current Students – shared time with member 3 A2, B3, E7,	Current Students (undergrad) With Team member Two G 9, H 6, H 10,11 E1, 7, 2 ask about awareness of appeals procedure	
11:00AM	continue	Curriculum Committee (Dept/Unit Level) curr development, system for ongoing deve and eval of lic programs, general studies, content studies expertise, monitoring progress Program Standards: A3, B2, B4, Monitoring and Advising: E3, E4, E5, Competence of Candidates: F1, F2, F4, A1		
11:30AM				
12:00	Lunch	Lunch	Lunch	
12:30PM	Lunch meeting	Lunch meeting	Lunch meeting	
1:00PM	Finance and Operations VP (long range plan for unit, budget, decision making structure, faculty decisions, load,)	Assessment Committee: Program Standards: A3, B2, B4, Monitoring and Advising: E3, E4, E5, E6 Competence of Candidates: D1, D2, D3, D4, D5, F1, F2, F4, A1	Licensing Officer records, data base, criteria for recommendation, test data, transcripts, eval of prior work; (perhaps registrar also?) E3, 6, & D 5	
1:30PM				
2:00PM	Academic Affairs Committee (Institutional Level) Long range plans of institution, development of policy, tchg load, faculty development, allocation of resources, evalu process of programs and unit Governance H1, 2, 3, 7, 8, 10,11,12 Faculty: G1, 2, 3, 4, 11, 12, 13			
2:30PM		Continue	continue	
3:00PM	Selected Arts & Sciences Faculty shared time G2, 4, 6, 7, 11, 12, 13	Selected Arts & Sciences Faculty shared time B1, 3, E7 G10 D3, D5,		
3:30PM	continue	continue	Current Student Teachers adequacy of prep; understanding of standards, faculty model instruction; how evaluated, placements, clinicals, G 9, H 6, H 10,11 E1, 2, 7	
4:00PM	Adjunct and Guest College/University	Current Students- Weekend undergraduates and graduates.		

	Knowledge of program and standards; orientation, input level; "G" standards, especially: G2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13			
4:30PM		Teacher Education Advisory Group Council H6, plus others	Cooperating Teachers and Administrators from partner schools C4, C5, G5 8, H 6, 10, 11	Alumni and recent graduates Graduates of MAE advanced Programs-
5:00 PM				Chairs meet with unit head
5:15	Team shuttled to hotel	Team shuttled to hotel	Team shuttled to hotel	
Tuesday	GOVERNANCE/RESOURCES FACULTY Qualifications, Composition, Assignments of Professional Education Faculty; Institutional Governance	PROGRAM DEVELOPMENT/IMPLEMENTATION In Professional and Pedagogical Studies; In General and Content Studies	CANDIDATES In clinical and Field Experiences; Candidate Qualifications; Monitoring and Advising; Competencies of Candidates	OTHER
?	Team pick up at hotel	Team pick up at hotel	Team pick up at hotel	
8:00AM		Team writing time	Team writing time	Chairs meet with unit head
8:30AM	Diversity of faculty & students Plan for recruitment, effects, support(both faculty and students) G3	Follow up Assessment Process and System Meet with person who manages the data management system. What program data is maintained and utilized? How are candidates monitored through the program?	Partner School Visits Visits to Field Sites Senior High or Junior High/Middle School Elementary Return to campus by 11:30- Noon At schools arrange for 3 meetings (20 min each):interview with principal (or lead contact person) interview with co-op teachers who have had st tchers in last 3 years present student teachers or practicum students	Team member 4: Career ,Psychological, and Social Counseling E7
9:00AM			continue	
9:30AM	Library Resources H11 H10		During transit ask about these standards as appropriate: C1, 2,3, 4, 5 G 5, 8 criteria for selection of co op teachers, selection of schools, evaluation of st tchrs, policies and procedures for st tchg, training of co op teachers	
10:00AM	Institutional Technology H11, H10	Follow up with unit chair regarding any assessment or program standards	continue	
10:30AM				
11:00AM			Continue	
11:30AM			Return from school visit to campus work room by noon	
12:00	Lunch	Lunch	Lunch	
12:30PM	Team conference & writing time	Team conference & writing time	Team conference & writing time	
1:00PM				
1:30PM				
2:00PM				
2:30PM				
3:00PM				

3:30PM				
4:15PM				
4:30PM				
5:00PM				
Wednes- day,	9:30 AM Oral Exit Report			

APPENDIX A

At the time of the Board of Teaching's onsite institutional review, the team will confirm that the institution is in compliance with MN Statutes 122A.09 subd. 4 (c) and (f).

1) Institutions must evidence that subd 4 (c) is addressed by having this dispute resolution option published in student handbooks, or advising guides, websites, or similar public postings where students would likely look for such information.

2) To evidence compliance with subd 4 (f) regarding education faculty's recent experiences in public schools, the institution should prepare a chart of education faculty employed during the last five years which indicates each faculty persons' experiences working directly with elementary or secondary school teachers in elementary or secondary schools during that time period.

122A.09 DUTIES.

Subdivision 1. **Code of ethics.** The Board of Teaching must develop by rule a code of ethics covering standards of professional teaching practices, including areas of ethical conduct and professional performance and methods of enforcement.

Subd. 2. **Advise members of profession.** The board must act in an advisory capacity to members of the profession in matters of interpretation of the code of ethics.

Subd. 3. **Election of chair and officers.** The board shall elect a chair and such other officers as it may deem necessary.

Subd. 4. **License and rules.** (a) The board must adopt rules to license public school teachers and interns subject to chapter 14.

(b) The board must adopt rules requiring a person to successfully complete a skills examination in reading, writing, and mathematics as a requirement for initial teacher licensure. Such rules must require college and universities offering a board-approved teacher preparation program to provide remedial assistance to persons who did not achieve a qualifying score on the skills examination, including those for whom English is a second language.

(c) The board must adopt rules to approve teacher preparation programs. **The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14.**

(d) The board must provide the leadership and shall adopt rules for the redesign of teacher education programs to implement a research based, results-oriented curriculum that focuses on the skills teachers need in order to be effective. The board shall implement new systems of teacher preparation program evaluation to assure program effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes.

(e) The board must adopt rules requiring successful completion of an examination of general pedagogical knowledge and examinations of licensure-specific teaching skills. The rules shall be effective on the dates determined by the board but not later than September 1, 2001.

(f) **The board must adopt rules requiring teacher educators to work directly with elementary or secondary school teachers in elementary or secondary schools to obtain periodic exposure to the elementary or secondary teaching environment.**

- (g) The board must grant licenses to interns and to candidates for initial licenses.
- (h) The board must design and implement an assessment system which requires a candidate for an initial license and first continuing license to demonstrate the abilities necessary to perform selected, representative teaching tasks at appropriate levels.
- (i) The board must receive recommendations from local committees as established by the board for the renewal of teaching licenses.
- (j) The board must grant life licenses to those who qualify according to requirements established by the board, and suspend or revoke licenses pursuant to sections [122A.20](#) and [214.10](#). The board must not establish any expiration date for application for life licenses.
- (k) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in the areas of using positive behavior interventions and in accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.
- (l) In adopting rules to license public school teachers who provide health-related services for disabled children, the board shall adopt rules consistent with license or registration requirements of the commissioner of health and the health-related boards who license personnel who perform similar services outside of the school.
- (m) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further reading preparation, consistent with section [122A.06, subdivision 4](#). The rules do not take effect until they are approved by law. Teachers who do not provide direct instruction including, at least, counselors, school psychologists, school nurses, school social workers, audiovisual directors and coordinators, and recreation personnel are exempt from this section.
- (n) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in understanding the key warning signs of early-onset mental illness in children and adolescents.

Subd. 5. **Commissioner's representative to comment on proposed rule.** Prior to the adoption by the Board of Teaching of any rule which must be submitted to public hearing, a representative of the commissioner shall appear before the Board of Teaching and at the hearing required pursuant to section [14.14, subdivision 1](#), to comment on the cost and educational implications of that proposed rule.

Subd. 6. **Register of persons licensed.** The executive secretary of the Board of Teaching shall keep a record of the proceedings of and a register of all persons licensed pursuant to the provisions of this chapter. The register must show the name, address, license number and the renewal of the license. The board must on July 1, of each year or as soon thereafter as is practicable, compile a list of such duly licensed teachers and transmit a copy of the list to the board. A copy of the register must be available during business hours at the office of the board to any interested person.

Subd. 7. **Commissioner's assistance; board money.** The commissioner shall provide all necessary materials and assistance for the transaction of the business of the Board of Teaching and all moneys received by the Board of Teaching shall be paid into the state treasury as provided by law. The expenses of administering sections [122A.01](#), [122A.05](#) to [122A.09](#), [122A.15](#), [122A.16](#), [122A.17](#), [122A.18](#), [122A.20](#), [122A.21](#), [122A.22](#), [122A.23](#), [122A.26](#), [122A.30](#), [122A.32](#), [122A.40](#), [122A.41](#), [122A.42](#), [122A.45](#), [122A.49](#), [122A.52](#), [122A.53](#), [122A.54](#), [122A.55](#), [122A.56](#), [122A.57](#), and [122A.58](#) which are incurred by the Board of Teaching shall be paid for from appropriations made to the Board of Teaching.

Subd. 8. **Fraud; gross misdemeanor.** A person who claims to be a licensed teacher without a valid existing license issued by the board or any person who employs fraud or deception in applying for or securing a license is guilty of a gross misdemeanor.

Subd. 9. **Board may adopt rules.** The Board of Teaching may adopt rules subject to the provisions of chapter 14 to implement sections [122A.05](#) to [122A.09](#), [122A.16](#), [122A.17](#), [122A.18](#), [122A.20](#), [122A.21](#), and [122A.23](#).

Subd. 10. **Variances.** (a) Notwithstanding subdivision 9 and section [14.05, subdivision 4](#), the Board of Teaching may grant a variance to its rules upon application by a school district for purposes of implementing experimental programs in learning or management.

(b) To enable a school district to meet the needs of students enrolled in an alternative education program and to enable licensed teachers instructing those students to satisfy content area licensure

requirements, the Board of Teaching annually may permit a licensed teacher teaching in an alternative education program to instruct students in a content area for which the teacher is not licensed, consistent with paragraph (a).

(c) A special education license variance issued by the Board of Teaching for a primary employer's low-incidence region shall be valid in all low-incidence regions.

APPENDIX B

Expectations:

The written compliance report must address all standards of rule 8700.7600 subpart 5 A –H. It is expected that all standards will be fully met. If the team finds standards to have weaknesses or to be “not met”, the Board of Teaching may act to approve the unit for a shorter period of time and require interim progress reports on the identified standards until all standards are deemed “met”, or may disapprove the unit.

Units found to have “unmet” standards will likely not be allowed to submit Requests for Initial Program Approval (RIPA), to increase their program offerings, until all unit standards are fully met.

8700.7600		
Subpart 5. A. IN PROFESSIONAL AND PEDAGOGICAL STUDIES		
	Board of Teaching	Sources of Evidence: (electronic links)
A(1)	The institution has high quality professional education programs that are cohesive, comprehensive, and based on research, theory, and accepted practice.	Institutionnel Report SEP documentation Copies of programs submitted
A(2)	The institution requires that candidates in teacher preparation programs complete a professional sequence of courses based on the components under part 8710.2000.	Letters of approval from CFL/BOT Pieces of evidence related to standards that demonstrate development/design/assessment Assessment system plans & descriptions Results of assessments and evaluations
A(3)	Assessment and evaluation are integral components of the professional education sequence and are used to monitor teacher candidate performance and program effectiveness.	Persons to Interview: The dean or chair of the professional education unit Working committees (unit and/or across campus) Dean of Arts and Sciences Arts & Science faculty Unit faculty Candidates Cooperating Teachers

8700.7600

Subpart 5. B. IN GENERAL AND CONTENT STUDIES

	Board of Teaching	Sources of Evidence: Institutional Report College bulletins Advising sheets and related materials Syllabi Programs approved (subpart 1 – Subject Matter)
B(1)	The institution provides and requires candidates in teacher preparation programs to complete a program of general studies in the liberal arts and sciences equivalent to the requirement for persons enrolled in programs not preparing persons for teacher licensure.	Persons to Interview: The dean or chair of the professional education unit Working committees (unit and/or across campus) Dean of Arts and Sciences Arts & Science faculty Unit faculty
B(2)	The institution provides programs that require candidates in teacher preparation programs to attain academic competence in the content that they plan to teach.	
B(3)	The liberal arts curriculum of the institution incorporates multicultural and global perspectives.	
B(4)	Teacher candidates can integrate general, content, professional, and pedagogical studies, as measured by teacher performance, and performance of the students they teach.	

8700.7600

Subpart 5. C. IN PROVIDING CLINICAL AND FIELD EXPERIENCES

Guidance: *The team needs to verify how the unit tracks/records the diverse clinical experiences of each candidate. Think about the best way to evidence that your system assures that all candidates meet the standards of this part.*

Supervision of student teachers requires multiple on site evaluations of the candidate teaching....how will you evidence this? These written evaluations must be in the candidates' files, and available to the team.

		Sources of Evidence: Institutional Report Descriptions of the field-experiences and field placements that demonstrate diversity of settings Roosters of student assignments Evaluation of candidates Summary results of candidate assessments upon entering and exiting experiences Student teaching assessment instruments Student teaching handbook
C(1)	The teacher licensure programs incorporate a broad range of ongoing clinical and field experiences that provide candidates opportunities to demonstrate the required skills and knowledge under part 8710.2000.	Interviews: Director of clinical/field experiences • Principals and cooperating teachers of schools where candidates complete field experiences • The dean or chair of the unit • Candidates Faculty & school supervisors of field/clinical experiences
C(2)	Candidates have experiences with diverse populations, students with disabilities, and students of different ages under the direction of teacher education faculty in collaboration with school partners.	
C(3)	Candidates work in the field and at the licensure level for which they are to be recommended for licensure.	
C(4)	Each program is developed and implemented through collaborative school partnerships in which university faculty and school personnel share responsibility for planning, supervising, evaluating, and implementing the curriculum for candidates.	
C(5)	School personnel hold valid Minnesota continuing licenses, or the equivalent, in the fields of specialization, and model good professional practice.	

8700.7600

Subpart 5.D. FOR CANDIDATE QUALIFICATIONS

D(1)	The institution recruits, admits, and retains candidates who demonstrate potential for professional success in schools.	Sources of Evidence: Institutional Report Admission criteria Data on performance Policy statements/ plans for applied assessment procedures Descriptions and examples of multiple criteria Written plans for recruitment, including description of programs and results Interviews: Affirmative action officer or equivalent The dean or chair of the unit President/Vice President of Student Affairs/ Director of Clinical/field experiences Selected principals of schools where candidates complete field experience Faculty supervisors of clinical/field experiences Graduates Admission counselors Student advisors
D(2)	Multiple criteria and assessments are used to identify candidates for admission who have potential to become successful teachers.	
D(3)	The institution has clearly stated and applied assessment procedures for the admission of transfer, nontraditional, and post baccalaureate candidates into undergraduate and graduate teacher preparation programs.	
D(4)	The institution actively recruits and has plans, policies, and practices for admission and retention of a diverse candidate population.	
D(5)	The institution assesses and, if appropriate, gives credit to candidates for knowledge and skills acquired through prior academic preparation and teaching experiences that meet licensure requirements.	

Subpart 5.E. WHEN MONITORING AND ADVISING ON CANDIDATE PROGRESS

Guidance for E6 : the team needs evidence that the unit has a systematic way to verify that each candidate has met all the licensure/program requirements prior to being recommended for licensure. Who is checking, how is it documented?

E(1)	The institution provides appropriate academic and professional advisement at a candidate's admission and throughout the candidate's professional education.	Sources of evidence: Data on performance of graduates Records of current performance assessments of candidate progress and summary results External assessment data Sample of complete records across programs References from 8710.2000 Performance on state required examinations Advising and admission criteria materials Summaries of assessments of candidates, including those at entry, at critical points in candidate development, and prior to program completion Interviews: Admission officers (unit) Faculty advisors Review committees Dean/chair of unit Faculty in the unit Committee(s) on curriculum development
E(2)	The institution maintains specific criteria for admission and retention, and defined student appeals process.	
E(3)	The institution maintains complete, accurate, and current records of candidates in teaching preparation programs.	
E(4)	The institution uses authentic performance-based assessments and systematic procedures and timelines to determine whether candidates have the knowledge and skills needed to advance through the program.	
E(5)	Criteria consistent with part 8710.2000 are used to determine candidate progress through each program.	
E(6)	The institution requires that candidates successfully complete all Board of Teaching licensure assessments before recommending a candidate for teacher licensure.	
E(7)	Publication and faculty advising provide candidates with clear information about institutional policies and requirements needed to complete professional education programs, the availability of social and psychological counseling services, and job opportunities.	

8700.7600**Subpart 5.F. FOR COMPETENCE OF CANDIDATES**

GUIDANCE: to evidence the standards A3, F2 and F4 (assessment standards) the team will need to verify that the unit has identified key assessments applied to all candidates, and identified the standards those tools assess, and that data from those assessments are used to monitor candidates' progress through the program, and also that data are used to evaluate ***EACH*** licensure program's effectiveness.

F(1)	The unit provides evidence that licensure candidates demonstrate the skills and knowledge required under part 8710.2000.	Sources of evidence: Institutional Report References to SEP review from CFL Assessment plan and related performance data Descriptions of exit criteria and how applied Interviews: The dean or chair of the professional unit Director of clinical/field experiences Unit and Arts & Science Faculty Counselors and advisors to education candidates Candidates Graduates Principals and cooperating teachers of schools where candidates complete field experiences.
F(2)	The unit demonstrates a systematic and comprehensive assessment design that is applied to all candidates throughout professional preparation.	
F(3)	The unit establishes and publishes a set of criteria and outcomes for exit from each professional education program consistent with the standards of the Board of Teaching.	
F(4)	The program's stated exit criteria and outcomes are assessed through the use of multiple sources of data, for example a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.	

8700.7600**Subpart 5.G. FOR THE QUALIFICATIONS, COMPOSITION, AND ASSIGNMENT OF THE PROFESSIONAL EDUCATION FACULTY**

Guidance: Faculty qualifications are expected to be met at the point of hire for all faculty teaching in licensure programs. A chart of the methods instructors and supervisors and their qualifications and teaching assignments is required. The chart should also indicate the instructors' recent experiences in P-12 school settings. Vitae need to be current and available.

The team will also need to verify that there are sufficient faculties with content expertise aligned to the subject matter programs offered by the unit.

G(1)	The unit ensures that all education faculties are qualified by academic preparation for the faculty member's current assignments and are actively engaged in the professional community.	Sources of evidence: Institutional Report Faculty vitae List of faculty assignments and loads over time (1-2 semesters) Advising loads and descriptions of how assigned Samples of faculty publications and other scholarly activities Faculty qualifications and development activities Faculty evaluations and professional development plans Recruitment plans (programs, investments,
G(2)	The unit assigns faculty qualified by academic preparation to support the teacher licensure programs.	
G(3)	The unit actively recruits and has plans, policies, and practices for hiring diverse faculty.	
G(4)	The workload allows the faculty to be involved in teaching, scholarship, service, and schools in monitoring, assessing, and advising candidate progress.	
G(5)	The unit ensures that faculty who supervise field experiences are academically prepared and professionally experienced in a school setting.	

G(6)	Any part-time and adjunct faculty and graduate students in teaching roles provide integrity, quality, and continuity of teacher preparation programs.	<p>results)</p> <p>Faculty reports on best practice</p> <p>Syllabi – examples of instructional strategies</p> <p>Student work (reflection, problem-solving, etc.)</p> <p>List of faculty (full-time unit; full-time college/part-time unit; adjunct & part time)</p> <p>Interviews:</p> <p>Dean or chair of unit</p> <p>Unit faculty</p> <p>Principals and cooperating teachers</p> <p>Candidates</p> <p>President/ Vice President (CEO)</p> <p>Multicultural and Affirmative Action Office</p>
G(7)	Faculty and teaching in the unit are of high quality reflecting current research and best practice consistent with the curriculum goals of the program.	<p>Sources of Evidence:</p> <p>Institutional Report</p> <p>Faculty vitae</p> <p>List of faculty assignments and loads over time (1-2 semesters)</p> <p>Advising loads and descriptions of how assigned</p> <p>Samples of faculty publications and other scholarly activities</p> <p>Faculty qualifications and development activities</p> <p>Faculty evaluations and professional development plans</p> <p>Recruitment plans (programs, investments, results)</p> <p>Faculty reports on best practice</p> <p>Syllabi – examples of instructional strategies</p> <p>Student work (reflection, problem-solving, etc.)</p> <p>List of faculty (full-time unit; full-time college/part-time unit; adjunct & part time)</p> <p>Interviews:</p> <p>Dean or chair of unit</p> <p>Unit faculty</p> <p>Principals and cooperating teachers</p> <p>Candidates</p> <p>President/ Vice President (CEO)</p> <p>Multicultural and Affirmative Action Office</p>
G(8)	Faculty and cooperating school personnel model and reflect the best practice in the delivery of instruction.	
G(9)	Faculties use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.	
G(10)	Instruction encourages the candidate's development of reflection, critical thinking, problem-solving, and professional dispositions.	
G(11)	Teaching in the unit reflects knowledge and experiences with diversity and exceptionalities.	
G(12)	The institution systematically evaluates the effect of faculty on candidate performance and fosters faculty professional development.	
G(13)	The unit's faculty demonstrates knowledge, skills, and dispositions which model best professional practices, assessment, and scholarship	

8700.7600

Subpart 5.H. FOR INSTITUTIONAL GOVERNANCE

H(1)	The professional education unit is clearly identified and has primary responsibility for all programs offered at the institution for the licensure of teachers and other professional school personnel.	Sources of Evidence: Institutional Report Unit budget Lists of facilities, including computer labs and curriculum resources centers Professional development expenditures Unit organizational chart Minutes of meetings of unit governance committees Position postings and record of hires Interviews: The chief executive officer (president/chancellor) The dean or chair of the unit The director of clinical/field experiences Dean of Arts and Sciences Principals and cooperating teachers Faculty Candidates Campus curriculum committee Unit advisory bodies Directors of Library/Technology Offices/Departments Registrar
H(2)	Responsibility and authority for teacher preparation programs are exercised by a defined administrative and instructional unit, for example a department, division, school, or college education.	
H(3)	The unit is directly involved in the areas of faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; and curriculum decisions, evaluation, revision, and the allocation of resources for institution activities.	
H(4)	The administrator of the defined unit is authorized to submit licensure program proposals for Board of Teaching approval and is responsible for administering licensure programs.	
H(5)	The administrator of the defined unit is authorized to recommend for teacher licensure candidates who have completed the institution's teacher preparation programs.	
H(6)	School faculty, candidates, and other members of the professional community are actively involved in the unit's policy making and advisory bodies.	Sources of Evidence: Institutional Report Unit budget Lists of facilities, including computer labs and curriculum resources centers Professional development expenditures Unit organizational chart Minutes of meetings of unit governance committees Position postings and record of hires Interviews: The chief executive officer (president/chancellor) The dean or chair of the unit The director of clinical/field experiences Dean of Arts and Sciences Principals and cooperating teachers Faculty Candidates Campus curriculum committee Unit advisory bodies Directors of Library/Technology Offices/Departments Registrar
H(7)	The unit has a long-range planning process that is regularly monitored to ensure the ongoing vitality of the unit and its programs, and the future capacity of its physical facilities.	
H(8)	The unit has sufficient financial resources and institutional support to sustain teacher preparation programs.	
H(9)	Facilities, equipment, and budgets are adequate to support the unit's missions and goals.	
H(10)	Candidates and faculty have access to books, journals, and electronic information that support teaching and scholarship.	
H(11)	Candidates and faculty have training in the access to current education-related technology.	
H(12)	The unit has sufficient faculty and administrative, clerical, and technical staff to ensure the consistent delivery and quality of programs.	

Examples of Exhibits and Supportive Documents

APPENDIX C

The advantage of an electronic report is that most supporting documentation can be hyperlinked within the institutional report. Examples of such evidence can be found in the list below. In the event that you have exhibits that are not digitized, please include them in the exhibit room.

All exhibits must be categorized and referenced to the Board of Teaching (BOT) standards. All of the documents in the exhibit room should be clearly marked to correspond to the BOT standards (A1, A2, A3, B1, B2, B3, B4...). Exhibit room documents in file folders or binders should be labeled with the appropriate BOT standards.

SAMPLE SUPPORTIVE DOCUMENTS:

- Institutional report
- Course syllabi for all professional education courses
- Catalogs and other printed documents describing general education, specialty/content studies, and professional studies
- Mission statement of the institution and unit
- Policies on governance and operations of the unit
- Description on the unit, including organizational charts
- Minutes and membership of advisory, policy, and governing groups that impact on professional education
- Fiscal records and budgets for the unit and comparable units
- Long-range plans
- Policies, practices, and budget/expenditures related to acquisitions for library, media resources, and technology
- Due process policies and practices.
 - Agenda, participants, and products of meetings, workshops, and/or training sessions related to curriculum
 - Program evaluation summaries and actual documents (over time)
 - Schedule of classes offered in professional education
 - Samples of student work from initial teacher preparation and advanced programs
 - Follow-up studies of graduates conducted since the last on-site review
 - Unit and program evaluations conducted since the last on-site review
 - Student teaching/field experience handbooks
 - Faculty and student handbooks
 - Policies related to field experiences, student teaching, and other clinical experiences
 - Descriptions of pre-student teaching field and clinical experiences
 - Written agreements with local schools for student teaching placement and collaborative projects
 - Student teaching placement records (at least 2 years)
 - Descriptions of sites for field-based experiences
 - Policies and criteria for admission and retention
 - Policies and/or descriptions of advising and monitoring procedures
 - Transcripts for current candidates and recent graduates
 - Candidate competencies expected by completion of programs
 - Assessment plans and measures used to ensure that candidates are ready to enter the profession
 - Summaries of performance assessments
 - Faculty vitae that includes information on the following:
 1. Academic degrees
 2. Professional experiences including teaching in K-12 schools
 3. Teaching and administrative load for the past two semesters
 4. Current professional and academic association memberships
 5. Current professional assignments and activities
 6. Publications
 7. Papers presented
 8. Other scholarly activity
- Qualifications and selection procedures for cooperating teachers and college/university supervisors
- List of supervisors and assignments, it is helpful if this is in chart format with an indication of the supervisor's K-12 teaching experience noted for the team's review.
- Faculty handbook

- Policies for faculty evaluation and related instruments
- Faculty/staff directory
- Faculty loads for advising, teaching, and supervising
- Faculty identified as full time college, part-time unit full time college, adjunct and part-time
- Records of faculty involvement in associations, on campus committees, and other professional activities
- Samples of faculty publications
- Record of meetings, workshops, and/or training sessions for cooperating teachers

Don't forget, a list of all the exhibits aligned to BOT standards, is required for the team's use (see page 7 item #3),

Appendix D

EXAMPLE of Electronic Index of Supportive Documents (other formats are permissible)

A (1)	LINKS ON CD/WEBSITE	LINKS ONLY ON WEBSITE	EXHIBIT ROOM ONLY
The institution has high quality professional education programs that are cohesive, comprehensive, and based on research, theory, and accepted practice.	Dispositions Conceptual Framework Bibliography Knowledge Base Bibliography		
A (2)			
The institution requires that candidates in teacher preparation programs complete a professional education sequence of courses based on the components under part 8710.2000.	Program Matrices Syllabi Advisement Checklists Course Descriptions	Graduate Studies Website	
B (4) Board of Teaching	LINKS ON CD/WEBSITE	LINKS ONLY ON WEBSITE	EXHIBIT ROOM ONLY
Teacher candidates can integrate general, content, professional, and pedagogical studies, as measured by teacher performance, and performance of the students they teach.	Integrated Units Graduate Syllabi Field Exp/Student Teaching Eval. Forms- Portfolio Guidelines		Student portfolios K-12 student work samples
C (1)			
The teacher licensure programs incorporate a broad range of ongoing clinical and field experiences that provide candidates opportunities to demonstrate the required skills and knowledge under part 8710.2000.	EDU 1500 Field Trip		

C (2)			
Candidates have experiences with diverse populations, students with disabilities, and students of different ages under the direction of teacher education faculty in collaboration with school partners.	Field Experience Surveys Placements Demographics of School Sites Education Student Handbook: Field Experiences		

Appendix E

HISTORICAL BACKGROUND OF EXISTING INSTITUTIONAL REVIEW STANDARDS:

In 1990, the Board of Teaching adopted Minnesota Rule part 8700.7710 which outlined requirements Teacher Education Program Evaluation. These standards took effect July 1, 1995, and required institutions to begin redesigning teacher preparation programs to demonstrate compliance with: outcomes, knowledge base, liberal arts, clinical and field experiences, formal partnerships, student evaluation, and demonstration of outcomes, effective teaching, and program evaluation. Rule 8700.7600 prior to year 2000 contained twenty-four standards that focused on: institutional commitment, organization and administration of programs, institutional student services, faculty, professional education component, physical facilities, media resources, and program evaluation. The twenty-four standards identified in 8700.7600, along with standards in 8700.7710 were combined and revised to compose new Minnesota Rules, part 8700.7600. The revisions were intended to codify and communicate standards institutions must demonstrate to ensure that candidates enrolled in these approved institutions have the opportunity to learn and demonstrate the knowledge and skills required for teacher licensure. Thirty-two Minnesota colleges/universities currently have Board of Teaching approval to prepare candidates for teacher licensure. These institutions, both private, public and for profit undergo periodic institutional review for renewal approval.

Existing Board of Teaching Rule, 8700.7600, stem from the following:

- The need for congruence in a standards-based system which requires that students, teachers, and preparation institutions be evaluated and evaluated based on articulated standards;
- The need to articulate for and with the colleges of teacher education the criteria on which the institution and their programs will be approved.
- The need to revise the existing Board of Teaching Rule 8700.7600, as expressed by the Minnesota Association of Colleges for Teacher Education (MACTE).

The reasonableness of the adopted 8700.7600 rules rests in three areas of analysis:

1. A system of quality assurance is reasonable in that it provides assurance that a college/university has itself achieved a set of standards that assess the institution's capacity to offer programs leading to teacher licensure;
2. The new rules are based on and are consistent with already-adopted rules (8700.7700, Subparts 1-11) that have been determined reasonable in recent rule making actions. The rules for licensure program approval align with program standards adopted by the Board of Teaching in March 1999. These rules further provide verification that a candidate has successfully completed an approved program and can demonstrate effectiveness that is consistent with required knowledge and skills for teacher licensure stated in Minnesota Rule Chapter 8710;
3. Rules adopted in May 2000, 8700.7600, require institutions to demonstrate how institutions have responded to standards in the redesign effort of teacher preparation that require programs to be results-oriented, programmatically coherent, research supported, and clinically focused.

Adopted Permanent Rules Relating to Institution and Teacher Preparation Program Approval 8700.7600

Subpart 1. **In general.** Licenses to teach in Minnesota may be granted to persons who complete approved programs leading to teacher licensure in Minnesota institutions approved by the Board of Teaching to prepare persons for teacher licensure according to this part.

Subpart 2a. **Definitions.** For the purpose of this part, the terms in this subpart have the meanings given.

- A. "Teacher preparation program" means a college or university program, approved by the Board of Teaching for the purpose of preparing individuals for a specific teacher licensure field in Minnesota.
- B. "Unit" means an institution or a defined subdivision of the institution, for example a college, department, or division that has primary responsibility for overseeing teacher preparation programs.

Subpart 3. **Evaluation of institutions and programs.** Each Minnesota institution granting baccalaureate degrees, post baccalaureate degrees, or both, requesting approval to prepare persons for teacher licensure shall be evaluated for both institutional and program approval according to this part.

Subpart 4. **Duration of approval.** The Board of Teaching may approve an institution or a teacher preparation program for a period of up to seven years. At least one year prior to the expiration of the approval period, the institution or preparation program shall submit a request to the Board of Teaching for continuing approval and shall be evaluated in accordance with the provisions of this part.

Subpart 5. **Written application required.** A written application for approval of an institution must demonstrate: (See **APPENDIX A** for a complete listing of the eight categories and 53 standards).

APPENDIX F

GENERAL OPERATING PROCEDURES FOR SELECTION, TRAINING, AND EVALUATION OF TEAM MEMBERS

[SELECTION OF TEAM MEMBERS] *The evaluation team may include representatives from teacher preparing institutions, licensed practicing teachers, interested citizens, and state education agencies. The administrator of the defined administrative and instructional unit of the institution and the Board of Teaching staff shall negotiate team membership from a slate of possible evaluators provided by the Board of Teaching staff...*(Minnesota Rules, Part 87007600, Approved of Minnesota Institutions to Prepare Persons for Teacher Licensure, subpart6).

For each institution, a slate of potential team members is compiled by Board of Teaching staff from a pool of pre-identified individuals. Nominations of candidates to serve on evaluation teams are elicited from:

- deans/chairs of Minnesota teacher preparation institutions
- presidents of Minnesota professional teacher organizations
- previous Board of Teaching team members

Nominating individuals and/or organizations are asked to consider representation as follows:

Public School Personnel:

Years of Experience (5+)

Urban, Suburban, Rural Districts

Grades K-6; Grades 5-12, K-12 (subject areas)

Racial/Ethnic diversity

Teachers/Administrators/other instructional personnel

Post-Secondary Institutions:

Years of Experience (5+)

Private/Public Institutions

Racial/Ethnic diversity

Faculty/Dens/Chairs/other

Board of Teaching evaluation teams consist of five-six members and include licensed practicing teachers and administrators and college/university personnel.

Board of Teaching staff compiles a slate of individuals for the institution's consideration. Upon confirmation from the institution of the proposed slate, staff selects the team.

In addition to selecting an evaluation team which is as broadly representative as possible of the education profession, the professional and education backgrounds of team members are reviewed to assure that membership does not present a conflict of interest (i.e. individuals should not be a graduate of the institution, individuals may not be attending or have family attending the institution, individuals may not be teaching or have held positions at the institution, individuals may not be currently serving the institution in consulting arrangements, etc.)

GENERAL OPERATING PROCEDURES FOR SELECTION, TRAINING, AND EVALUATION OF TEAM MEMBERS

Training of team members is delivered by Board of Teaching staff. A four hour training session is held on the Sunday afternoon/evening of the on-site visit. Training consists of:

- Team Orientation
- Overview of Institutional Approval Activities
- Charge to team members
- Roles of team members
- Responsibilities of team members
- Data Collection Techniques
- Writing Final Report
- Preparation for On-site Activity – Schedule of Activities

EVALUATION OF TEAM MEMBERS

The Board of Teaching team chair, who is a Board of Teaching staff member, is responsible for providing assurance to the institution and the Board of Teaching that the team accomplishes its responsibilities.

From observations and feedback from the institution, the chair determines the degree to which each team member:

- Demonstrated professional expertise in working with individuals representing the institution and with team members
- Analyzed information and demonstrated its relationship to established standards
- Performed with accuracy and completeness in writing individual reports

NOTE: These operating guidelines for team member selection, training, and evaluation have been in effect since 1979, when rules for institutional approval were first adopted by the Board of Teaching.